

Resources

Recent Publications in Krieger's Professional Practices Series

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Another eight volumes (two of them revised or second editions) have appeared in the Krieger series, *Professional Practices in Adult Education and Human Resource Development* (Krieger Publishing Company, P. O. Box 9542, Melbourne, FL 32902-9542; Direct Order Line—321/727-7270 or 800/724-0025; FAX—321/951-3671; e-mail: info@krieger-publishing.com). Michael Galbraith of Marshall University Graduate College has served as Editor-in-Chief for these volumes. This series

explores issues and concerns of practitioners who work in the broad range of settings in adult and continuing education and human resource development.

The books are intended to provide information and strategies on how to make practice more effective for professionals and . . . are written from a practical viewpoint. (p. ii of each volume)

The first six volumes in this series were reviewed in *PAACE Journal of Lifelong Learning*, Vol. 4, pp. 85-88; the next six in Vol. 6, pp. 77-80; a third set in Vol. 8, pp. 85-89, and a fourth set in Vol. 11, pp. 77-81.

Moran, Joseph J. (2001). *Assessing Adult Learning: A Guide for Practitioners* (Rev. ed.). xiv + 187 pages; \$27.50 (hardcover).

As with the original volume, which was first published in 1997, this revised edition addresses two goals: “to help educators of adults become proficient in assessing learning” and “to enable educators to use assess-

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ment procedures to improve the learning of those they serve” (p. ix). Moran emphasizes that fact that, while the volume focuses on informal assessment, such assessment is by no means “lackadaisical.” Rather, “it is informal because it does not rely on published materials and standardized procedures for administering, scoring, and interpreting tests” (p. ix). Major additions to, or expansions of, the earlier edition, include the following: dealing with learners grading other learners, assessing and grading learning that takes place in cooperative group activities, helping learners to assess their achievement in self-directed learning activities, and using assessment information to write responsible letters of reference for learners.

Saltiel, Iris M., and Russo, Charline S. (2001). *Cohort Programming and Learning: Improving Educational Experiences for Adult Learners*. xiv + 121 pages; \$22.50 (hardcover).

A common mode of organizing and delivering educational opportunities for adult learners, which is being adopted by an increasing number of institutions, is the use of cohorts. A group of learners enters, and proceeds together through, a pre-established set of courses, classes, and/or other learning activities. As Saltiel and Russo point out, the cohort structure offers a wonderful opportunity; it “respects the self-directed aspect of the adult learner and provides the context in which social support can nurture learning. Instruction provided to learners in a cohort setting gives a unique learning opportunity that builds trust, empowerment, and support among learners” (p. vii). Following a definition and description of cohort programming and the cohort model, Saltiel and Russo attend to the core processes of all adult education enterprises: program design and development; curriculum development; teaching-learning strategies; and the place, role, and function of, and services to and for, the learner—all, however, from the perspective of the cohort model. The authors conclude their volume by discussing implications for practice and the potential for cohort programming in a variety of settings.

Moran, Joseph J. (2001). *Collaborative Professional Development for Teachers of Adults*. xiv + 173 pages; \$24.50 (hardcover).

A very necessary, but frequently overlooked, aspect of teaching adults is the continuing professional development of the teacher. While the press of time and multiple responsibilities are hindrances to such endeavor-

ors, committed educators of adults will want to—in fact, must—attend intentionally to their own growth and development, as well as to that of their students. Moran provides a practical, hands-on, “nuts and bolts” manual to help groups of colleagues plan and carry out a collaborative, 10-step professional development program. The process involves the fostering and use of collaborative peer relationships and emphasizes such methods as the development of teaching portfolios, coaching, peer observation, and action research. Moran provides clear processes and suggestions to assist colleagues in assessing, and providing feedback to, each other in a constructive and helpful manner. Educators of adults in all possible settings—from local, community-based programs to colleges and universities—will want to obtain this volume and put it immediately to use.

Dean, Gary J. (2002). *Designing Instruction for Adult Learners* (2nd ed.). xviii + 135; \$25.50 (hardcover).

This volume, first published in 1994, has established itself as both a useful guide for practitioners and a text for courses in planning and facilitating the learning of adults. The primary focus of this revised edition continues to be “the application of instructional design to the development of classroom learning for adults” (p. ix). However, Dean has clarified some of the language and points of discussion; revised many of the exhibits, figures, and activities; and updated the bibliography. In addition to this general editing throughout the book, Dean also has made substantive changes in the following areas: updating and reworking the section on philosophical assumptions (Chapter 2), rewriting the sections on learner characteristics and how to assess them (Chapters 4 and 5), adding a section on literature reviews as a way of investigating what is known about adults as learners (Chapter 5), and reworking the discussion on learning contexts (Chapter 6).

Colky, Deborah Lavin, Colky, Michael T., and Young, William H., III. (2002). *Managing and Developing People in the Virtual Organization*. xvi + 118 pages; \$22.50 (hardcover).

One need only attend sessions at professional conferences of adult educators at the state, regional, and national level to grasp how quickly and thoroughly technology has become an integral part of the adult education enterprise. This volume concentrates on the virtual organization,

“an emerging organizational model [that is] a natural evolution resulting from three trends: the globalization of the marketplace, increasing competition, and growing technology” (p. vii). Consequently, “the boundaries of time, space, and geography [have] become nonexistent” (p. viii). The authors of this volume focus on how to manage people and develop educational and training programs for employees in such a setting; they do so by examining “the philosophy, management, information processing, storage and communication demands, and training needs of people in the virtual organizations” (p. ix). After describing the virtual organization in some detail, the authors underscore the need for the adoption of a customer-driven philosophy on which to build a performance management system and propose a model for such a system. They present appropriate training and education interventions, offer insights derived from case studies conducted in virtual organizations, and share their perception of the future of customer-driven virtual organizations.

Benaïm, Jennifer. (2002). *Becoming Your Client's Favorite Consultant*. xvi + 115 pages; \$22.50 (hardcover).

Most educators and trainers of adults have developed special expertise that they can use within their own organizations or to meet the needs of others outside their current organizations—or that can even provide the basis for becoming a consultant on a full-time basis. However, how can one do so, and do so with integrity? According to Benaïm, “Helping is the essence of good consulting. . . . Therefore, the purpose of this book is to define the profession of consulting at every stage from a new and different perspective—the consultant as professional helper” (p. x). She achieves this objective by describing what it means to be a consultant, helping the readers find the “avenue” that is right for them and offering down-to-earth advice on acquiring projects; the consulting process; writing proposals, work agreements, and contracts; negotiating; building the client-consultant relationship; managing the project; and assessing the result. An appendix includes a sample proposal. Benaïm has written a very usable introductory manual for both would-be consultants and the prospective clients who might use their services.

Kasworm, Carol E., Polson, Cheryl J., and Fishback, Sarah Jane. (2002). *Responding to Adult Learners in Higher Education*. xviii + 190 pages; \$26.50 (hardcover).

Although the returning adult student has become a common sight on the college and university campus, many institutions of higher education have not “caught on.” They still gear their efforts to the “traditional-aged” student (18 to 21 years of age); conversely, they have not made the accommodations for, and altered student services to best meet the needs of, this growing cadre of students. Kasworm, Polson, and Fishback have produced a wonderfully helpful work, describing adult students succinctly and accurately and providing helpful and pertinent insight into how to adapt and adjust all aspects of administrative activity in order better to reach and serve the returning student: recruitment, admission, retention, academic advisement, creating community for learning, and providing student services. The volume concludes with a chapter on solidifying campus support through advocacy and two appendices, one that provides a list of organizations that provide possibilities for professional development to those who work with adults and a second that lays out an introductory workshop for professional staff and faculty on working with adult learners. This volume belongs on the desk of every administrator responsible for making decisions about any aspect—academic, psychological, physical, social, or financial—of student life on campus. It also belongs in graduate programs that prepare administrators for, and student affairs personnel to work in, higher education.

Long, Huey B. (2002). *Teaching for Learning*. xiv + 157 pages; \$25.75 (hardcover).

According to Long, “Teaching has a purpose, and that purpose is learning” (p. vii). Too much of what is called teaching does not meet that definition. Based on what he himself has learned in his more than 35 years as a college and university professor, Long refers “to three categories of principles that underlie the development of the proper context for teaching: philosophical principles, design principles, and energizing principles” (p. vii). This volume is highly interactive; Long has built in 33 “notebook activities” for the readers to undertake and complete as they work through the various components presented in the text. After exploring (and involving the readers in active learning related to) the context, the teacher, and the adult student, Long discusses his three categories of principles. He concludes by sharing a broad variety of examples. Every good teacher, and everyone who wants to be a good teacher, will want to read—rather, work through—this volume.